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IDENTIFIERS	*Piedmont Virginia Community College

ABSTRACT

In response to unprecedented reductions in budget and personnel and changes in technology, Piedmont Virginia Community College (PVCC) developed this agenda for change to update its strategic plan to position the college for the 21st century. First, an overview is provided of PVCC's restructuring effort, highlighting causes and four planning assumptions. Next, activities taken from 1989-94 to restructure the college are summarized, including 6 actions taken in 1991-92. that saved the college $439,162. Next, assumptions and defining principles of PVCC's core mission are identified, indicating that it consists of two areas, preparation for college transfer and workforce development. This section also indicates that preparation for college transfer focuses on bachelor degree bound students and is tailored to the primary four-year institutions to which they transfer, while workforce development focuses upon the needs of individual workers and area employers. The next section addresses general areas of concern not specified in the mission core, including the mission statement, development education, student advising, information technology, community service, personal growth, career planning and placement, faculty workload, reconceptualizing physical space, partnerships, and effects on funding and organization. An appendix provides the college's restructuring focus for 1995-96, providing further updates to the areas of preparation for college transfer and workforce development. (KP)

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ED 388 347

PIEDMONT VIRGINIA COMMUNITY COLLEGE

AGENDA FOR CHANGE

THE RESTRUCTURING ADDENDUM TO THE STRATEGIC PLAN

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The Restructuring Addendum to the Strategic Plan

August 1995

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AGENDA FOR CHANGE

The Restructuring Addendum to the Strategic Plan

Introduction

American higher education in the 1990's has undergone rapid and constant change, change resulting mostly from external factors beyond its control. For example, public funding has been drastically reduced; there is heightened competition to be counted among the pressing priorities of the state and its citizenry; policy makers are demanding increasing accountability; new technologies are reshaping not only the delivery of instruction but the content as well; and the relationship between a college education and jobs is being questioned by student, parents, and legislators alike.

Piedmont Virginia Community College is no exception to this trend. Unprecedented reductions in budget and personnel have already occurred, and the college can no longer provide all the services it has in the past. The cost of a community college education in Virginia is being borne increasingly by the student rather than the state, which has not only affected the college's enrollment but has also limited access for those students who previously have looked to the college as their only hope for higher education. And, finally, because the economy of the college's service region is heavily dependent upon higher education (i.e., between one-fourth and one-third of all workers within the region are employed by the University of Virginia), the continued erosion of public support for higher education is having a negative economic impact upon the entire region, and this in turn is affecting PVCC in ways too numerous to delineate here.

Couple these budgetary factors with the transforming realities of technology and the marketplace itself, and the call for fundamental change to PVCC is clarion. Indeed, the challenge for the college and all other institutions of higher education is not just to react to this new environment but to seize it as an opportunity to examine critically both their missions and very structures. For PVCC, the call to action resulted in the launching of a comprehensive restructuring effort in 1994-95 that included all members of the college community and that examined every aspect of the college's being. Our resolve is to boldly reinvent the college for the twenty-first century.

Agenda for Change presents our vision for this reinvention. As an update to the strategic plan the college adopted in July 1992, it reinterprets the college's comprehensive community college mission for the twenty-first century and effects greater efficiency and effectiveness in college operations. We based the agenda upon the following assumptions:

1. That, in light of budgetary constraints, a continued erosion of public support for higher education, and external trends and changing realities which transcend budget, the college must reinterpret its mission for the new century.

2. That, in light of the changing realities of the four-year institution as well as new student demands and trends, the college must restructure the transfer piece of its mission.

3. That, in light of existing and changing markets and workforce trends and needs, the college must restructure the occupational/technical piece of its mission.

4. That the college must better meet the changing needs of its existing markets and better embrace any new markets.

Agenda for Change is what its title implies--namely, a blueprint for action. As such, rather than prescribing concrete, detailed plans, it presents restructuring strategies which will be implemented within the next three years. The document is brief, to the point, and action oriented. It should be viewed not as the "final word" on the college's restructuring effort but instead as a strategic starting point for the college's reinvention and revitalization.

We begin *Agenda for Change* with this introduction, providing an overview of the college's restructuring effort and highlighting its whys and wherefores. We follow the overview with a summary of actions the college has already taken in restructuring between 1989-1994.

The heart of *Agenda for Change* is an examination of the mission core. Here, we suggest how to reinterpret the college's mission. The mission core, we believe, identifies the foundation upon which all other college activities are built. It defines the absolutely essential nature of what we do, who we are, and to which activities we assign priority. Put another way, the core specifies what above all else the college will strive to do better than any other community college in the nation or the state. This section also identifies any assumptions and defining principles inherent in the core, as well as its overall goals and corresponding areas to explore.

Essentially, the mission core consists of two areas--namely, preparation for college transfer and workforce development. Preparation for college transfer focuses upon baccalaureate-bound students and is tailored to the primary four-year institutions to which they transfer. Workforce development focuses upon the needs of individual workers and area employers, and is an integral component of all areas of the college's curriculum.

In the final section of *Agenda for Change*, we address general areas of concern not specified in the mission core. These areas either overlap or transcend the core's components. General areas of concern include: The Mission Statement Itself, Developmental Education, Student Advising, Information Technology, Community Service, Personal Growth, Career Planning and Placement, Reconceptualizing Physical Space, Partnerships, Funding Impact, and Organizational Impact.

For each of the three years of implementation, we will draw from *Agenda for Change* to set the college's annual restructuring focus. This focus will delineate both those areas for restructuring which the college will explore and the college individuals who will provide the

leadership. It will also identify a means for sustaining the college's larger community-wide dialogue on its restructuring work.

1989-94 College Restructuring Effort

Perhaps more poignantly than we care to admit, the old country tune about "being country before country was cool" serves as appropriate musical setting to this section of our *Agenda for Change*. For PVCC was enmeshed in restructuring several years before the concept even had a name. The following constitutes a summary of our restructuring effort from 1989 to 1994.

The college's restructuring saga has its roots in the pre-recession 1980's. From 1980 to pre-recession 1989, as a part of the Virginia Community College System, the college served 35 percent more full-time equivalent students; however, it did so with the same constant dollars and with 10 percent less full-time faculty, 11 percent less classified staff, and 6 percent less administrative and professional staff. Indeed, the only staffing area to have realized any increase in this ten-year period was part-time faculty. Thus, the college was already operating at the marrow of its budgetary bone before the state's recession hit and the state appropriation to PVCC and its 22 sister community colleges decreased cumulatively by 26 percent.

By the second year into the recession and with additional budgetary reductions on the horizon for all of Virginia higher education, PVCC realized that it would have to take drastic and unprecedented action to bring the budget into balance. To this end, it effected the following restructuring strategies in the 1991-92 academic year:

	Action	Savings
1.	Discontinued respiratory therapy degree program and abolished three full-time teaching faculty positions.	$130,162
2.	Reorganized administratively, abolishing two key administrative positions and one secretarial position (Dean of Educational Support Services, Secretary to the Dean, Division Chair for Allied Health Technologies) and redistributed the duties of both administrative areas within the existing organizational structure.	$168,000
3.	Abolished one classified staff position in Admissions and Records and redistributed its duties within the support service area.	$10,000
4.	Cancelled the college's external custodial contract and reorganized the Building and Grounds area to absorb all custodial duties.	$36,000

5.	Reduced the use of wage personnel throughout college operations.	$50,000
6.	Deferred indefinitely the filling of three new Buildings and Grounds positions allocated by the state to support additional facilities.	$45,000
	Total Annual Savings	**$439,162**

In subsequent years, the college employed additional restructuring strategies--both as reinvestment of the savings incurred in 1991-92 and in response to changing external realities and trends which transcended budget. The strategies were, in part, supported by the college's first major, private fundraising campaign. To date, they include:

1. Entering into a "facilities sharing" arrangement with the University of Virginia. The arrangement puts the college "on Grounds" with a diversity of classes which the college cannot accommodate on campus due to the limitations of general classroom space and specialized facilities.

2. Establishing a local area computer network (LAN) with, thanks to the generous technical support of UVA, full access to the information superhighway.

3. Participating in Old Dominion University's TELETECHNET program which provides area residents with access to part-time baccalaureate degree study at PVCC.

4. Launching the PVCC Center for Training and Workforce Development to enhance education and training to area business/industry and to better support the area's economic development.

5. Developing a Learning Center to provide supplemental support for instruction.

6. Creating two full-time teaching faculty positions in areas of critical instructional need (art and physics), a Special Needs Counselor position, and a Learning Center Supervisor position.

7. Installing an updated telephone system with direct dial, voice mail, and student registration capabilities.

8. Combining academic and administrative computing into the Department of Computing Services to effect greater efficiency and effectiveness.

9. Integrating the college areas of Instruction, Student Support Services, and Computing Services to better recognize the inherent connections between and among them and, in so doing, to enhance the teaching-learning process.

10. Establishing an Office of Development in recognition of the college's need to begin to diversify its funding base.

Presently, Virginia ranks tenth of the fifteen states in the Southern Regional Education Board in state and local general operating appropriations to community colleges. It ranks 43rd in the nation for general fund support to all of higher education. And Virginia students and their families pay a greater portion of the cost of their collegiate education than in any other Southern state.

PVCC's annual economic impact on its service area is estimated at $24 million. For every dollar of support of its service region localities, the college generates $1,629. For every dollar of state support, the college generates $6.13.

PVCC does not view its restructuring effort as a panacea for insufficient state funding. Nor should it. It does, however, see its work in restructuring as an important piece of its strategic future. And, in this context, the college's restructuring work of 1989-94 constitutes a "cool" beginning.

Mission Core

Fundamental to *Agenda for Change* is a reinterpretation of the college's comprehensive community college mission which we are calling a "mission core." This core both identifies the foundation upon which all other college activities will be built and defines the absolutely essential nature of what we do, who we are, and to which activities we will assign priority. It consists of two parts--namely, preparation for college transfer and workforce development. A delineation of each part follows.

Preparation for College Transfer

The overall goal of the "college transfer" piece of the core will be to offer programs through which students may work on the first two years of baccalaureate study and derive some "sense of completion" at PVCC. In general, degree requirements, institution-specific or program-specific "collegiate certificates," and the state transfer module will be the primary vehicles for realizing this goal. Specific areas for restructuring exploration include the transfer associate degree, academic advising, articulation with the secondary schools and four-year institutions, the STD course, the elective, two-semester sequence courses, and developmental education.

Within this context, four principles were established to guide this piece of the core. They are:

1. That the "college transfer" piece of the core will focus on the baccalaureate-bound student.

2. That it will be tailored to the primary four-year institutions to which PVCC students transfer.

3. That transfer course offerings in general will be guided by the requirements and direction of the four-year institution.

4. That the transfer associate degree will continue to provide an academic and transfer advantage for some students.

The college will explore the following areas for restructuring in this piece of its mission core:

1. The role and value of the transfer associate degree should be reviewed. Areas for review include, but are not limited to, graduation rates, student advantages versus disadvantages, the value of the transfer associate degree as a "free standing" academic credential, and the value of the associate degree as an enhancement to transfer.

2. "Collegiate certificates" should be considered. These certificates could be institution-specific--geared directly to the college's primary public four-year institutions as well as to those public or private four-year institutions with which the college has or is cultivating special ties--or program-specific. The typical length of a VCCS certificate is thirty hours.

3. The VCCS Table 5.1 should be reviewed in light of the "college transfer" piece of the core.

4. Articulation with both the secondary schools and four-year institutions should be strengthened.

5. The validity of the STD course as an absolute VCCS degree requirement should be reviewed. If it must remain an absolute degree requirement for college transfer students, the STD course should be used as a tool for assisting the college transfer student in the basics of community college/four-year institution transfer in Virginia. A "free," three-hour orientation session which focuses on the "how-to's" of transfer should be offered.

6. Elective requirements should be reviewed, particularly in relationship to the four-year environment and the "college transfer" piece of the core.

7. Two-semester sequence courses should be reviewed, particularly in light of where four-year institutions have gone with them; the merits and demerits of "survey" versus "specialty" courses should be included in this review.

Workforce Development

The college defines workforce development as those education and training programs focused specifically on meeting the needs of the individual worker and area employers. Workforce development seeks to address the goals of both the individual and the organization, contributing to the welfare of the larger community and its economic development. Within this context, it recognizes four categories of clientele. These are as follows:

- *The Emerging Workforce*--traditional students seeking the associate degree or credits to transfer to four-year institutions.
- *The Current Workforce*--students seeking to upgrade job skills.
- *The Transitional Workforce*--students in programs focused on preparation for initial entry or re-entry into the workforce.
- *The Entrepreneurial Workforce*--students seeking to start a new business or who are already self-employed.

Ideally, workforce development promotes career-ladder mobility. It develops and enhances the skills the individual worker needs to gain or maintain socioeconomic status and area employers need to gain or maintain a competitive, marketplace advantage. It is delivered through formal and informal means.

Five principles were established to guide this piece of the mission core. They are:

1. That the "workforce development" piece of the core will be a collegewide responsibility.
2. That, given an increasing blurring of lines between occupational/technical and college transfer, the college will view both areas of curriculum as supportive of workforce development.
3. That the purpose of the college's occupational/technical program will be to serve both the local business interests of the community and the broader educational and training needs of the student.
4. That, given the new reality of a knowledge-based economy, technology will constitute an increasingly important factor in both the content and delivery of workforce development.

5. That the credentialing for workforce development will reflect the diverse needs and desires of the individual worker and area employers, providing the worker with a "sense of completion" at the college as well as the opportunity for continuing study while giving employers a tangible measure of accountability where applicable.

The college will explore the following areas for restructuring in this piece of its mission core:

1. A thorough assessment of all current occupational/technical programs should be conducted. This assessment should include follow-up data on students and employers.

2. New occupational/technical areas for curricular development should be identified. These areas should speak especially to (1) the uniqueness of the college's service region and its immediate and projected workforce needs, and (2) "core" directions in the larger sphere of occupational/technical education and training which would be a good fit for the college.

3. The college's organizational structure for delivering workforce development should be reviewed. Special attention should be given to the role of the academic divisions and the organization of Continuing Education.

4. The college's relationship with CATEC and the University of Virginia's Division of Continuing Education should be studied, especially in light of CATEC's and the University's recent movements in workforce development.

5. The role of the college in area economic development should be defined.

6. "Workforce development certificates" should be incorporated into the credentialing of completers in the college's workforce development programs.

7. The role of teaching faculty (particularly, full-time teaching faculty) in workforce development should be reviewed, and the appropriate "professional renewal" mechanism for ensuring an engaged and current teaching faculty in workforce development should be determined and implemented.

8. School-to-work transition programs should be incorporated into the college's curriculum development in occupational/technical areas.

General Areas of Concern

Taken collectively, the "college transfer" and "workforce development" components of the mission core fundamentally reinterpret the college's comprehensive mission. This reinterpretation raises issues and questions of a larger nature which either overlap or transcend the components of the core. In implementing the core, they will need to be addressed. The issues and questions are delineated below as "general areas of concern."

Mission Statement

The mission core fundamentally reinterprets the college's comprehensive mission. To the point, the mission statement should be reviewed and revised as appropriate to reflect the reinterpretation.

Developmental Education

As an open door, comprehensive community college in Virginia, the college shall always view developmental education as integral to its fulfillment of mission. Yet, exactly how developmental education will support the mission core has not been determined. Four fundamental questions frame the issue:

1. Currently, what is developmental education at PVCC and how successful is the college in developmental education? How does it differ from adult basic education, remedial education, and literacy training? How does the college interpret and apply the "ability to benefit" clause of its open door admissions policy?

2. Within the context of the core, exactly what role should the college play in delivering quality developmental education courses and programs? Should there be a more definitive interpretation and application of the "ability to benefit" clause? If so, what form should it take? How should developmental education differ from adult basic education, remedial education, and literacy training? Where should ESL be placed?

3. Within the context of the core, are there partnership opportunities which the college should explore with other community training providers? If so, should the college take a leadership role? To what extent should the college assume responsibility for referrals to and from other training programs in the community? Should there be a point where the college refuses a student continuation in its developmental education program? If so, what strategy should be employed?

4. Within the context of the core, what should the college expect of K-12 education? How should it work with K-12, particularly the secondary schools, in advancing these expectations?

Student Advising

Recognizing fundamental inadequacies in its student advising system and after several years of study, the college began in 1994-95 to implement a faculty-based advising system for students. Care should be taken to ensure that the new advising system reflects the defining principles, working definitions, goals, and assumptions of both components of the mission core. Technological advances (e.g., telephone registration and student access to an electronic data base for transfer) should be incorporated into the advising and registration processes.

Information Technology

Information technology is changing, and will continue to do so, at a bewildering pace. Within the context of the core, the concern is two-fold: First, how can the college maintain a reasonable currency in the latest advances in technology and, in so doing, avoid costly mistakes in incorporating them into its computing infrastructure? Second, how can the college best educate its technology users on these advances and their inherent possibilities for enhancing institutional effectiveness both in and out of the classroom?

Community Service

As an open door, comprehensive community college in Virginia, the college shall always view community service as integral to its fulfillment of mission. Yet, exactly how community service meshes with the mission core has not been determined. Two fundamental areas frame the issue:

1. Community service has long been accepted as an organizational responsibility at the college; however, the college has no commonly accepted definition for community service. What constitutes current college policy and practice for community service? Within the context of the core, how should the college define community service? How should it prioritize community service activities?

2. Inherent in the college's mission is the offering of special interest courses exclusively in response to general community interest of one kind or another. These course offerings do not necessarily attract large numbers of students and are typically viewed as "break even" community service where the cost of instruction is covered with a designated minimum number of students. In other words, the course offerings are self-supporting for the most part. These offerings span the college's academic divisions and clearly add to the diversity of the college's curriculum. Within the context of the core, should the college continue to support such course offerings? Should it seek to expand them? If so, under what circumstances?

Personal Growth

As an open door, comprehensive community college in Virginia, the college shall always view personal growth as integral to its fulfillment of mission. Indeed, since the act of educating is fundamentally a personally enriching experience, it is difficult to separate personal growth from the mission core. Yet, the college consistently has a cohort of students who take classes primarily for personal satisfaction. Within the context of the core, questions abound about this group: Will there be sufficient variety in the college's credit course offerings to engage the student who is interested only in personal growth? Would this student be better served by non-credit courses and programs? Since 25 percent of the student body is typically classified as "personal satisfaction" students, should the college view the personal growth student as a new market for the mission core?

Career Planning and Placement

Both the "college transfer" and "workforce development" components of the mission core call for a more systematic college approach to career planning and placement. Without question, the college should establish an Office of Career Planning and Placement which assists students who are planning a career after completing a baccalaureate degree as well as those who are entering or re-entering the workforce directly from the college. In addition, it should be modeled after the organizational and functional structure deemed the "benchmark" in the two-year sector and should incorporate emerging technological trends and practices in the area.

Faculty Workload

The mission core is certain to impact upon faculty workload--in everything from instructional delivery to curricular content to scheduling. This impact should be considered thoughtfully as the mission core is implemented.

Reconceptualization of Physical Space

Both the "college transfer" and "workforce development" components of the mission core suggest a re-conceptualization of physical space. For the immediate future, the following questions should be explored: What are the curricular and instructional implications for the college's Phase II renovation project? Are there more general implications for classroom scheduling? Are there ways to enhance classroom productivity, particularly in the 2-5 p.m. time block? Are there statewide ramifications which the college needs to consider?

Partnerships

The mission core will surely impact upon the concept and nature of the college's partnerships. Within this context, five fundamental areas should be explored:

1. What are the current relationships between PVCC and four-year institutions, including both formal and informal arrangements? How effective are they?

2. What two-year/four-year institutional relationships might the college anticipate in the future? More specifically, how might the restructuring efforts of other institutions--i.e., graduate schools adding two years "at the bottom" which create new baccalaureate opportunities and four-year institutions shifting undergraduate admission to their last two years--affect the relationships?

3. What are the current relationships between PVCC and K-12 education, including both formal and informal arrangements? How effective are they? In the future, how can the college restructure its existing partnerships and initiate new partnerships with K-12 education to reflect the new emphases and directions of the mission core?

4. What are the current relationships between PVCC and business/industry, including both formal and informal arrangements? How effective are they? In the future, how can the college restructure its existing partnerships and initiate new partnerships with business/industry to reflect the new emphases and directions of the mission core?

5. In general, how can the college restructure its existing partnerships and initiate new partnerships to reflect the new emphases and directions of the mission core?

Funding Impact

With a piece of its purpose being to achieve greater efficiency and effectiveness in college operations, *Agenda for Change* assumes a continued financial erosion of public support for higher education. Thus, the mission core will need to be implemented largely through a redirecting of existing resources. Where strategically feasible, new resources will be sought for targeted aspects of the core. And the college's general efforts in private fundraising to build a supplemental base of financial support for the college will continue and be channeled into *Agenda for Change* as appropriate.

Organizational Impact

Implications for the college's organizational structure abound in the mission core, and they have been alluded to in the corresponding areas to explore section for each core component. Beyond the specifics of each component, however, the college's overall organizational structure may be impacted and should be viewed as a general concern in our *Agenda for Change*. For example, will the mission core impact upon the organizational framework for student services? How about on the role and function of learning resources? Will the two-dean structure support optimally the mission core? Will the academic division structure need to be modified? Are there core implications for administrative services?

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FOCUS FOR 1995-96

August 1995

PIEDMONT VIRGINIA COMMUNITY COLLEGE

AGENDA FOR CHANGE
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Focus for 1995-96

The following constitutes the college's restructuring focus for 1995-96. It is based on our *Agenda for Change* which was adopted in August 1995.

Preparation for College Transfer

1. The role and value of the transfer associate degree should be reviewed. Areas for review include, but are not limited to, graduation rates, student advantages versus disadvantages, the value of the transfer associate degree as a "free standing" academic credential, and the value of the associate degree as an enhancement to transfer. *(DISS with Curriculum and Instruction Committee. DIRP will provide needed background data. Discussion must involve the full college community.)*

2. "Collegiate certificates" should be considered. These certificates could be institution-specific--geared directly to the college's primary public four-year institutions as well as to those public or private four-year institutions with which the college has or is cultivating special ties--or program-specific. The typical length of a VCCS certificate is thirty hours. *(DISS with Curriculum and Instruction Committee. DIRP will provide needed background data. Discussion must involve the full college community.)*

3. Articulation with both the secondary schools and four-year institutions should be strengthened.

   A. Develop articulation agreements with Old Dominion University, George Mason University, and Virginia State University. *(DISS)*

   B. Develop a more comprehensive dual enrollment program in Charlottesville Public Schools and Albemarle County Public Schools. *(President with DISS and School Superintendents)*

   C. Develop and implement a "University Honors Link" with the University of Virginia as a part of the PVCC honors program. *(President with DISS and University President and Provost)*

   D. Develop and implement a new high school relations model. *(DSSS with DISS and President)*

E. Participate in the design of the new high school in Albemarle County adjacent to PVCC and explore the possibilities for collaboration in facilities and programs. *(DISS with President)*

F. Establish formal faculty and extracurricular linkages with the University of Virginia. *(President with DISS and University President and Provost)*

G. Complete program articulations growing out of the Tech-Prep projects. *(DISS with Division Chairs)*

Workforce Development

1. A thorough assessment of all current occupational/technical programs should be conducted. This assessment should include follow-up data on students and employers.

   A. Streamline program review process. *(DISS with Assessment Coordinator. DIRP will provide needed background data.)*

   B. Assess all existing occupational/technical programs with respect to basic indicators of productivity and cost effectiveness and prospects for continued viability. *(DISS)*

2. New occupational/technical areas for curricular development should be identified. These areas should speak especially to (1) the uniqueness of the college's service region and its immediate and projected workforce needs, and (2) "core" directions in the larger sphere of occupational/technical education and training which would be a good fit for the college.

   A. Conduct a comprehensive marketing study with the assistance of an external consultant. *(President with APPA)*

   B. Identify potential areas for program development and develop a five-year curricular plan which embraces these areas. *(DISS with Division Chairs)*

3. The college's relationship with CATEC and the University of Virginia's Division of Continuing Education should be studied, especially in light of CATEC's and the University's recent movements in workforce development.

   A. Participate in the VCCS's work to comply with the state's recent action to move apprenticeship related instruction to the Virginia Community College System. *(President with DISS)*

   B. Work with the school superintendents in Charlottesville and Albemarle County to eliminate recent duplication of effort and resources in the delivery of adult technical education. *(President with DISS)*

General Areas of Concern

1. Student Advising

   A. Initiate faculty-based student advising system. *(DISS with Implementation Team)*

   B. Implement telephone registration. *(DISS with DSSS)*

2. Information Technology

   A. Continue to implement the college's long-range plan for information technology, with special attention to user training, personnel, and organization for delivery of services. *(DISS)*

3. Reconceptualization of Physical Space

   A. Identify areas for Phase II renovation. *(DFAS with President and DISS. Discussion must involve the full college community.)*

   B. Initiate and complete Pre-Planning Study. *(DFAS)*

4. Partnerships

   A. Inventory and review current partnerships with K-12 educational sector, four-year institutions, and business/industry. *(President with DISS and Director of Center for Training and Workforce Development)*

5. Organizational Impact

   A. Commence a review of college organizational structure in light of *Agenda for Change*. *(President with Deans)*

Continuing the Collegewide Dialogue

1. Reconvene the Pew Roundtable in the fall and spring semesters. *(President)*

2. Hold a colloquium series on *Agenda for Change* which provides VCCS, national, state, university, and business perspectives on restructuring. *(President)*

3. Publish a newsletter at least twice a semester which provides updates on the college restructuring work. *(APPA)*

4. Continue to participate in the national conversation on restructuring in higher education. *(President)*

Position Codes

DISS Dean of Instruction and Student Services
DFAS Dean of Finance and Administrative Services
DIRP Director of Institutional Research and Planning
APPA Assistant to the President for Public Affairs
DSSS Director of Student Support Services

August 1995

Piedmont Virginia Community College values the multicultural diversity of its students, faculty, and staff. We are committed to creating and nurturing a campus environment which both welcomes and empowers all individuals. We recognize cultural differences of background, experience, and national origin, and we seek to promote a genuine understanding of and appreciation for these differences. We seek as well to recognize and promote the common bonds of humanity which cross the boundaries of cultural differences.

Piedmont Virginia Community College maintains and promotes equal employment and educational opportunity in its educational programs and activities without regard to race, color, sex, or age (except where sex or age is a bona fide occupational qualification), religion, handicap, national origin, sexual orientation, or other nonmerit factors.

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